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ABSTRACT

Programs implemented under Title I of the Elementary and Secondary Education Act are described in this 1969-70 annual evaluation report for the Washington State Plan for Migrant Education. It is noted that exemplary projects and various aspects of the programs involved 6,058 children in regular programs and 2,305 children in summer programs. Aspects of migrant education discussed in the first section include grade placement, teacher-pupil ratio, interrelationship with the regular Title I program, coordination with other programs such as Headstart, inservice training, non-public-school participation, dissemination of program ideas and materials, community involvement, program effectiveness, construction, equipment purchased, supportive services, program integration, staff utilization, and new programs. The second section discusses the regular-term testing program and presents statistical data. Also presented are test scores for a sample program involving reading vocabulary and comprehension. Related documents are RC 003 180 and RC 005 144. (AN)

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E V A L U A T I O N

Washington State Migrant Programs

Implemented Under Title I, Public Law 89-750

1969-70

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INTRODUCTION

The Title I, ESEA, funds provided to Washington State for the education of the children of migratory farm workers are making a difference in the lives of these children. Many of these children have already caught up in their school work and are looking forward to lives which will be as rich or richer than the average American's. If the long-range goals of migrant education are achieved, all the children of migratory farm workers will have the same choices of careers open to them as to any other children anywhere in America.

Compensatory educational programs for migrant children encompass a whole range of concerns including special staff training and recruitment, child recruitment and attendance, specialized and individualized academic programing, activities that compensate and enrich, home and family involvement, and community awareness and appreciation.

The general objectives of the Washington State Plan for Migrant Education are:

1. To provide special compensatory programs for children of migrant farm laborers who attend school either on a part-time or full-time basis. Such programs are to compensate for academic, health, social, and/or physical deficiencies caused by the cultural differences and migratory habits of these families. These special programs are to raise each child academically, physically, and socially to a level of opportunity for life at least equal to that of the average of all other citizens.

2. To provide teacher training through inservice, extension courses, and summer institutes. Such teacher training will sensitize regular teachers to the specific needs of migrant children who may belong to the various ethnic groups, and shall include training in using effective methods of instruction, acquaintance with materials, and the use of equipment that supports good teaching procedures.

3. To provide teacher-aide training--to be carried out in workshops, extension programs, and through consultant services. Such training prepares teacher aides, selected for the most part from the ethnic groups being served, to effectively assist the teachers in special programs.

4. To provide support services, such as health, nutrition, transportation, guidance, and counseling.

5. To coordinate the various agency and community services available to migrant children and their families.

6. To prepare special curriculum materials to be used with special classes of migrant children.

7. To distribute curriculum materials such as films, filmstrip, realia, and tapes, and perform technical services.

8. To conduct research into new methods and approaches to migrant education.

9. To evaluate programs and disseminate information regarding program.

* * * *

STATE ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS
TITLE I, ESEA

Fiscal Year 1970

I. Exemplary Projects - A few examples were the following:

A. Grandview, Central Elementary, Summer School:

1. All male teachers in grades one through six, with five regular classroom teachers and one physical education teacher involved. The program was planned so that children participating would have an opportunity to relate with male teachers. So often the male parent is absent from the home during most of the child's waking hours, especially in the summer, when he is able to take advantage of available field work.

2. One bilingual aide for each classroom. The aides were able to teach concepts in the Mexican-American child's native tongue and reinforce them in English for any of the children who might have trouble with the second language.

3. Eight students from the Neighborhood Youth Corps--five young ladies and a young man--served as teacher aides. Part of their success lay in the children's identifying with the young teacher aides. A big brother or sister concept was realized very successfully.

B. Wapato, Regular Term:

The success of the Wapato migrant program was largely due to the ability of the bilingual teacher and aide in communicating in both English and Spanish and teaching the concepts in both languages. Since most of the children in this program had some difficulty in the English language and comprehension, the bilingual instructors were a special asset.

For example, the teacher, in presenting a concept in English, asked a question. If the child seemed puzzled, the teacher asked the same question in Spanish, restating the concept. The child showed that he understood. Then she restated the concept in English and questioned the child again in English. This time the child answered in English. Thus, the child grasped the concepts in his native tongue and had it reinforced in English.

The children were temporarily separated through part of the day for their language arts and math. Teachers used work books, audiovisual materials, and skill texts as part of their teaching methods.

Children making the transition into regular school classes after they had received the basics in language skills continued to do at least average or better work in the new classes. This was a result of their being given a good foundation in reading and comprehension of the English language by the bilingual teacher and aide.

The instruction was individualized as much as possible and the children worked at their own pace.

C. Prosser, Summer Program:

1. Music, science, and swimming were important parts of this program. One of the teachers in this program played the guitar and taught the children songs each day, which was a very enjoyable way for the children to learn new words in English. The children were also taught science by providing an opportunity for field trips.

2. Three monolingual teachers who did not speak Spanish fluently, but utilized their bilingual aides. These teachers also participated in night classes in conversational Spanish in order that they might better meet the needs of their pupils. The warmth and dedication of these teachers helped make the Prosser summer program a success.

   The bilingual aides were used in helping the teacher communicate with the children who had difficulty with the English language. They were also used as home visitors. The swimming instruction the migrant children received during the summer program greatly decreased the necessity for swimming in the irrigation ditches, where drownings had previously occurred.

D. Mount Vernon - Regular - Multicultural Program:

This program was an experimental social studies project, in which students and teachers worked as a group to explore several areas--cultural, educational, vocational, and social.

Activities were kept varied and concentrated. For example, the activities ranged from visitation to the Shell Oil refinery to an introduction to basic pottery techniques. The students, on their own initiative, worked after school perfecting techniques and learning to use a potters wheel. Social activities were planned exclusively by the students for after school. The students filmed and edited their own movie with the help of the instructor.

II. Children Served

A. Our estimates of the number of children to be served were not met. We are still not meeting the needs of secondary school age children. We are putting the funds into programs at the primary level and in the middle grades.

B. There were 6058 children in the regular programs and 2305 in summer programs. These figures should not be construed to represent FTE, however. These are the total number of individuals provided with some kind of direct services through migrant funds. Other migrant children were served by regular Title I funds and the Interstate Record System.

C. Examples of the two most common instruments used to identify migrant children are shown in Appendix A.

III. Grade Placement

The actual placement of migrant children in programs at a level where they can successfully function and learn at the maximum rate is dependent upon several factors. The Uniform Student Transfer Records have become an increasingly valuable asset to this procedure as more migrant program states are participating in the system.

Some tests are being recognized as useful instruments in the rapid placement of incoming children in programs at a functioning level. Tests most frequently used in this State's migrant programs this past year to determine students' placement and progress were the following, together with random comments made about the tests by program directors:

Wide Range Achievement Tests -

Administered by school psychologist to referred pupils.
Good points: Quickly given; easily scored.
Weaknesses: Knowledge of phonics needed which puts non-Anglos at a disadvantage.

Occasionally given to 5th to 8th graders (migrant). Excellent for math; good for reading IF student does not have good phonics background or reads in Spanish; poor for comprehension.

Strengths:
1. Individual test (allows for examiner observation, eliminates copying or guessing).
2. Entire test takes less than 15 minutes to administer.

3. Measures reading, arithmetic, and spelling.

4. Has extremely wide range (scores range from pre-kindergarten to post-high school).

5. Standardization, reliability, and validity data more than adequate.

6. Reliability for each subtest above .90.

7. Spelling and arithmetic sections can be group administered, although, because the test is brief, we have found this necessary.

8. Test allows grade placement scores which are irrespective of child's chronological age and percentile scores which take child's chronological age into consideration.

Weaknesses:

1. Reading section measures word recognition, not comprehension.

2. Arithmetic section is traditional rather than modern (this may not be a weakness).

The Wide Range Achievement Test is a helpful assessment tool as it is a fast method to specifically determine a child's grade level for instruction. In some cases the child's lack of English is a barrier to accurate use; however, if the child must be placed in a class where English is the language used, it is a good indicator of his ability to adjust to the class situation. It further helps the teacher determine the adjustments needed to help the child make academic progress.

Peabody Picture Vocabulary Test -

Administered to individual children by the school psychologist. It is also used selectively in the language development program. It samples the child's picture recognition adequately in English, but Spanish translation seems fraught with hazards. It would be a better test if a suitable Spanish version with equivalent norms could be provided. This test would be better if these recommendations were followed. It should be aimed at their level.

Administered in fall to small groups. Especially good with assessment of pupils who have English as a second language. However, some words difficult to translate into Spanish.

To as many migrant children as time will allow me to reach; twice a year, if possible. Very useful in helping classroom teacher see degree of English language handicap. Indispensable in determining activities

and program of individual students in my room. NEED to test native English-speaking Anglos for better comparison of NORMAL speech patterns and development sequence.

Strengths:

1. Takes less than fifteen minutes to administer.
2. Children enjoy test.
3. Items are in picture form.
4. Administration easy; can be administered by teacher or teacher aide.
5. If a child does well on this test, you can be almost certain that he has an adequate English-listening vocabulary.
6. Standardization, reliability, and validity studies more than adequate.

Weaknesses:

1. Forms A and B do not appear to be equivalent (for pre- and posttesting. Form A is used both times).
2. If a child does poorly on this test, interpretation is difficult. The reason may be lack of English vocabulary, lowered intellectual functioning, lack of cultural experiences, or a combination.
3. Test yields an I.Q. score which is not accurate for Mexican-American children (we use this test to measure English-listening vocabulary).

<u>Gates-MacGinitie Reading Test</u> -

Strengths:

1. Measures reading vocabulary and comprehension as well as any group test we have found.
2. Standardization, reliability, etc., more than adequate.
3. Easy to administer and score.
4. Test items involve pictures as well as words.

Weaknesses:

1. Group test (copying and guessing possible).
2. Floor of test not adequate; i.e., not enough easy items.
3. Cannot be used with first graders until February and then results are questionable because of number 2.

Illinois Test of Psycholinguistic Abilities -

1. Administered in September and May of each school year.

2. Its strength is that it is a well-planned test of language with norms that allow comparisons of the person's relative functioning in several oral-language functions. Its weakness may be in the standardization sample as it is not migrant-oriented.

3. This test is routinely administered by language-aide personnel under supervision of the program director, and it is difficult for them to master. It would be very desirable to have well-standardized tests of a similar nature that sample both Spanish and English proficiency and provide mental-age norms. None are available at present.

Metropolitan Readiness Test -

A good indicator of a child's readiness for formal school instruction. The verbal and arithmetic portions do use terms which are not familiar to many migrant children. However we often find the children weak in the other skill areas as well and find the additional time to build readiness skills.

Administration of the Metropolitan in Spanish may be a help in some cases. We find that the use of an aide who speaks Spanish is helpful, however, because of time limits, they are limited in how much they can help.

No change recommendations. Teachers believe test to be the best they have used to predict success.

In spring to ALL kindergarten children. Very useful in predicting success or failure in first grade, by Anglo standards. Indicates communication handicaps of bilinguals. Weak for determining abilities of migrants.

Iowa Test of Basic Skills -

Accurately reflects the child's strengths and weaknesses. Our scores for migrant children are often low. This information gives us a guide in building a suitable educational program.

Low cultural bias. Has four forms. Scoring service adequate and quick. Weakness: Five hours seems long. Might seek improvement.

California Achievement Test -

Administered fall and spring. Excellent diagnostic value. May need updating, which the 1970 edition is believed to do.

Twice a year to ALL students - elementary and junior high. Very useful to classroom teacher: Having total class scores as well as migrant continuing from year to year gives students a pattern of progress. Fall and spring tests tend to show regular term progress, loss or gain over summer program, effect scholastically (if measurable) of summer program students and non-summer school attendance. This test is weak as a means of determining learning abilities of migrants and weak in reading area. Speed indicates self-image; useful.

Gates-MacGinitie Reading Test -

Given fall and spring, grades 2 and 3, and reading lab. Easily administered. High validity. No change recommended.

Random Recommendations Made By The Program Directors:

"There is no standardized test, individual or group, currently available, that will measure a child's progress over a six- or eight-week period. Until such a test becomes available, other types of evaluative procedures (teacher evaluations, behavior rating scales, informal case histories, etc.) should be employed for evaluation of short-term programs. Pre- and posttesting with currently available standardized achievement tests over a six-week period is a waste of time."

"For periods of seven months or more, the Gates-MacGinitie Reading Test and the Wide Range Achievement Test do an adequate job of measuring academic progress of migrant children. Children who do poorly on these tests do poorly in the classroom. Developing an achievement test which all migrant children do well on will not help them do better in school."

"Test results, no matter what test is used, usually do not help a teacher do a better job of teaching. Using tests to evaluate programs is also of dubious value. Teachers know which children are succeeding and which ones are not. Developing more sophisticated, reliable tests probably will not help very much."

"Migrant children have been helped enormously through special migrant programs. Testing has played a very minor role in the success of these efforts."

"The only fair test for language-deprived children that we have found is the Peabody Picture vocabulary test. All others have a definite handicap for their children. Those who speak English seem to fit in the areas that can be charted for 'norm.' Tests using the 'Language Games' are being developed. We should have information on this test this year. We have found that most disadvantaged children do not score well in any test that is set up using national norms for scoring."

"We consider the Iowa Test of Basic Skills a valuable instrument for measuring academic achievement of the general school population. We would not recommend this test for individual pupils with academic learning problems."

"In our elementary schools, the California Reading Tests or California Arithmetic Tests are used to measure strength or weakness in particular academic areas."

"Where a quick determination of a student's academic level is desired, the Wide Range Achievement Test is used."

"For migrant children with a bilingual background and limited ability to read, we have some doubts as to the reliability of these tests to measure general knowledge and ability of the migrant child, because they are geared to measure the achievement of the middle class Anglo-American in academic areas."

"Perhaps these tests should be broadened to measure other areas than just academics. It would depend on how narrow the field of testing was to be."

"Because all of the above achievement tests are basically dependent upon reading ability, most of the migrant students taking such tests are at an extreme disability and it is doubtful if results are valid."

"Group vocabulary tests in Spanish and English of equivalent forms so that comparisons can be made validly."

"Individual tests should also be developed that are easily administered and scored. These tests should cover language and speech concepts from the developmental ages of three to nine."

"The tests should be diagnostic of specific particular language--grammatical functions that can be identified and instructed in the school environment. The results should be usable to both the aide and the teacher."

"I recommend a change in content and design for data recording on PEABODY PICTURE VOCABULARY TEST. This revised form incorporates most of my suggestions. NOT included was a change from 'Mental Age' and 'English Language Age' and from 'Intelligence Quotient' to English language quotient. They may have contemplated these changes before I wrote them. I appreciate the changes for whatever reason."

"I DO NOT recommend that high school counselors give tests to elementary students. They have difficulty communicating directions. They speak too rapidly and don't know what types of problems to anticipate."

"Needed is a good oral test that could be administered to the lower achieving student."

"We should have more tests written in the various languages used by migrant students."

"We need a simply-simple written test which a low student could take and feel he has achieved rather than feel defeated."

IV. Teacher-Pupil Ratio

A. Teacher-pupil ratios in the program varied from a one-to-one ratio to a one-to-thirty, depending upon the specific program objective and approach. It was recommended at the state level that no class have more than twenty children to a certified teacher, and that an aide or assistant teacher also be assigned who was of the same ethnic background as the majority of the migrant children being served. This gave a ratio of one adult to every ten children. Many programs provided for an individual tutoring situation for part of each day by either a certified teacher, an aide, or volunteer. Most programs involved teacher aides (the majority of whom were bilingual), who engaged children in small groups in drill and practice.

B. Curriculum changes in the regular programs provided for individuals or small groups of children who needed drill or other compensatory instruction to leave the regular integrated classrooms to work with a special reading teacher or assistant teachers, volunteers, or aides. This took place for a short period of each day. As explained in descriptions of exemplary programs above, a few transitional classes of fewer than twenty migrant children were assigned to a special teacher and a bilingual aide for most of the academic instruction, but participated in all other activities with the total school enrollment.

V. Interrelationship with the Regular Title I Program

Examples of Title I programs specifically designed by LEAs to supplement state-operated Title I Migrant programs included the following:

A. The majority of regular Title I programs over the state at the local level provided for teacher aides in the classrooms. Those classrooms having only a few migrant children used the services of regular Title I aides, while the aides assigned to the migrant programs served those rooms having a majority of migrant children.

Also, service support personnel such as counselors, home visitors, remedial teachers, librarian aides provided by regular Title I, served migrant children as well as other educationally disadvantaged children in the schools. For example, in the Yakima District, the reading program constituted the main emphasis in the migrant project. This reading program was also served by a reading specialist funded under the regular Title I program. Over-all concept in all these programs is that migrant children participate in the regular school program plus regular Title I programs. Title I Migrant funds are then applied to meet the yet unmet needs.

B. The state has arranged for the coordination of programs for migrant children through the assignment of consultants whose purposes are to work with the schools and all other agencies interested in serving migrant people. These consultants work closely with school administrators and program directors in the evaluation of projects and the assessment of the needs of migrant children. They work with parents and parents' groups, and are important human resources in workshops and training sessions with teachers, teacher aides, and other school personnel. The consultant for the Uniform Migrant Record System, for example, is responsible for the development of the program, training of the personnel who implement the interstate record system, and assisting the clerks in the school programs who are in charge of recording information.

VI. Coordination With Other Programs

Two of many agencies that serve the migrant child are the child daycare centers and Head Start. These agencies are responsible for giving migrant children the early childhood training they should have before entering the first grade.

Some of the educational materials used for migrant children in Head Start were developed through a Title I Migrant contract with the Education Department of Washington State University. Other agencies that serve migrant children in our state are the Parent Child Center at Grandview, Public Health Nurses, and the Department of Public Assistance.

The State Supervisor of Migrant Education and an Information Consultant for Migrant Education serve as member and alternate member respectively on the Governor's Interagency Task Force that is closely interrelated with all kinds of problems that are common to migrant families. The agencies involved in the Task Force are the State Department of Public Assistance, Department of Labor and Industries, Department of Agriculture, Department of Health, Office of the Superintendent of Public Instruction, and the Department of Employment Security. Two State Colleges--Eastern and Central--are involved in teacher workshops and inservice education for teachers of migrant children.

VII. Inservice Training

A. Preservice: Student teaching component:

This component concentrated on developing receptive ideas through understanding of children, how they learn, grow and develop. Student teachers learned to identify problems that impede learning. They were

prepared for teaching assignments with migrants and Indian children by taking their practice teaching experience in those schools having large enrollments of these children. Student teacher component objectives were:

1. To facilitate attitude and behavior changes of teachers, administrators, students, and communities through cultural enrichment activities.

2. To improve (change) conditions which hinder school attendance.

3. To implement preservice and inservice programs for personnel in the following areas:

    a. Administrators, including interns
    b. Student teachers
    c. Student teacher supervision
    d. Experienced teachers in and out of the field
    e. Teacher aides
    f. Degree-holders seeking certification
    g. Interdepartmental and interagency activities.

B. Teacher Summer Institute:

Migrant institutes especially designed for teachers of migrant children were sponsored by the Center for the Study of Migrant and Indian Education, Central Washington State College, and Eastern Washington State College, through the Washington State Office of the Superintendent of Public Instruction, Olympia, Washington. All enrollees were teachers currently employed in school districts which enroll pupils from migrant families. Some of the objectives of the institute were:

1. To consider and develop understanding of the characteristics and needs of migrant children.

2. To become aware of existing agencies and organizations to aide in improving learning opportunities for teachers.

3. To develop skill in identifying, securing, and utilizing instructional and audiovisual materials relevant to migrant education.

4. To introduce conversational Spanish which insures listening, speaking, reading, and writing skills.

5. To develop teaching skills and techniques for teaching migrant children.

C. Teacher-aide Component:

In October 1968, the local school districts requested the Center for the Study of Migrant and Indian Education to initiate teacher aide preparation programs, and since that time this component has helped prepare over 415 aides to better fulfill their roles in the schools.

The component trains teacher aides in: orientation; school philosophy; role of the teacher aide; professional and ethical responsibilities; personal characteristics; and evaluation of aides; how to motivate children to learn; how to understand the migrant child's cultural differences and language differences; good health, nutrition, and first aid procedures; how to assist in the library; the mechanics of audiovisual instruction; techniques of developing instructional materials, art projects, and bulletin boards; home visitation skills; and how to teach and use language games. Songs, games, and finger plays are also taught.

Training programs for teachers and teacher aides were implemented through the Centers at Toppenish and Moses Lake. The Toppenish program was under the direction of Central Washington State College. The Moses Lake program was under the direction of Intermediate School District Number 104. Two other teacher training institutes and practicums were under the direction of Eastern Washington State College.

VIII. Non-Public School Participation

Non-public school participation is encouraged wherever these schools exist in migrant communities. However, some such schools decline to participate on the basis of long-standing policies not to accept federal funds. Two communities do provide the same services that are provided in the public schools to a few migrant children who attend the sectarian schools.

At Sunnyside, where teacher aides work with migrant children in a drill and tutoring situation, the same service is provided for migrant children from the parochial school across the street.

At Omak, the special reading teacher from the public school migrant program meets with the children from the nearby mission where Indian children attend school. These are children whose parents are agricultural migrants.

IX. Dissemination

The importance of dissemination becomes evident in the old saying, "Two heads are better than one." In migrant education duplication of efforts and a high cost of educating children can be minimized by sharing the information we have with other schools across the state and country.

The innovative ideas and exemplary projects that are being developed in Washington State are being shared like a good recipe with a close friend.

Some of the objectives of our dissemination activities are:

A. To provide program direction.

B. To provide school officials with the information necessary for administrative implementation of good migrant education programs.

C. To extend to instructional and program development personnel needed information for increased effectiveness of education and educational activities.

D. To develop community understanding, support, and involvement in migrant educational programs.

E. To insure that all children involved in migrant education benefit from the successes achieved by other school programs.

Dissemination is achieved through: the publication of all program reports and evaluations; the distribution of a newsletter, IMPELL; Migrant Notes; various bulletins and brochures; regular articles in Your Public Schools, the official magazine for the State Office of the Superintendent of Public Instruction; video tapes; magnetic tapes; pictures; strip films; television; and newspapers.

Three information consultants, through their constant activities in the field, coordinate programs, disseminate information, and distribute exchange materials.

X. Community Involvement

A. Many of the programs hired migrant parents as teacher aides. Many of the programs planned at least one parent day at school.

B. 1. Programs for parents' days included:

Mexican artifacts display furnished by parents.
Fall festival with a Mexican food booth.
Parents night--with a program put on by the children.

2. Parents participated in teacher institutes by being asked to testify regarding their assessment of needs in migrant education.

3. Every LEA has selected an advisory committee for migrant education. These committees all have migrant parents in the membership.

C. The purpose of the advisory committee is to assist in planning the local program.

D. A few programs used volunteer aides and older students. A few VISTA workers were also involved.

XI. Program Effectiveness

Program effectiveness continues to be somewhat difficult to measure, especially in the affective domain. For the first time, however, we do see much progress that can most readily be discerned in the number of ex-migrant children, especially, who are able to move out of the compensatory program into the regular classes. They no longer require the remedial instruction previously given.

Evidence collected shows that most of the programs are having success in the academic domain, and especially in the lower elementary grades. The tutoring or small group instruction classes showed the most gains. Classes that were totally integrated with teachers and aides working together in instructional areas were the next most successful.

Least successful were programs that were not designed with enough individual attention by aides and teachers, and where neither the teacher nor aide was bilingual. Fortunately, there were not many such examples. Our recommendations are that future programs use aides and teachers to better advantage with more time devoted to individuals and groups. The aides can be very effective in assisting children in drill work, especially in learning the language. Project leaders are encouraged to implement the program called "Direct Instruction in Teaching Arithmetic and Reading." It seems to be proving very successful with migrant children.

XII. Special Areas

One of the most outstanding programs that was vocationally oriented as well as academically important was the migrant summer school at Yakima. Here, the migrant children attended school with other children of the district who were receiving remedial and compensatory instruction under other fundings. The entire school curriculum was centered around cores in vocations and industries. For example, the food industry was followed in study and field trips from the farm to the packer, the processor, the shipper, to the buyers, and then to the distributors such as stores and restaurants. The lumber industry was another core studied in much the same way. In the course of these studies, the children were made aware of the various kinds of jobs and vocations that were related to the industries. Also, aides may become teachers.

The Quincy program utilized a cross-age arrangement where older children tutored younger children and assisted the teachers.

XIII. Construction - Equipment

No new construction was used in this program. One transportable classroom was leased. Furniture for the unit was purchased.

Equipment purchased consisted of:

1	Audiotronic Record Player	1	Movie Projector
4	Air Conditioners	3	Portable Classrooms
6	Overhead Projectors	1	Television Set
3	Typewriters	2	Singer Sewing Machines
3	Modular Unit Desks	5	Dollies for Video Camera
8	File Cabinets	1	Work Table for Film
3	Executive Chairs	1	Microfiche Storage Unit
1	Posture Chair	1	Typing Stand
3	Filmstrip Projectors	1	Magnetic Chalk Board
16	Tape Recorders	1	Varigraph Printing Outfit
4	Language Masters	1	SCAMP Printmaker
3	Listening Centers	1	Plymouth Station Wagon
3	Graflex Study Mates	1	Plymouth Sedan

XIV. Supportive Services

Supportive services on an interstate basis have been confined to the continued efforts toward putting all migrant children on the Interstate Uniform Migrant Record Transfer System. This system has been implemented manually during the 1970 fiscal year. However, terminal locations have been determined and planning is taking place for the necessary training of new personnel who will operate the automated system beginning in January, 1971. Once on this system, all migrant children eligible and participating in migrant educational programs will have academic and health records wherever attending school.

On the state and local levels, this office has cooperated with the United Farm Workers Cooperative in the Yakima Valley in that agency's proposal for a health unit in the Valley. That project has been funded and is expected to greatly improve the health care available to the migrant people. The schools and other agencies implementing migrant education programs should continue to work closely with the health unit to insure the best possible advantage to the migrant children.

XV. Program Integration

Regular term migrant education programs were integrated in some way in all cases except one, and entirely in most cases. Where it was necessary to hold classes of migrant children for academic instruction separated from other children, they were in close proximity to other classes and participated in nonacademic activities of the school with the other children. The majority of the regular term programs were planned so that small groups of migrant children left the integrated classes for short periods for special instruction or tutoring.

Summer programs were not often integrated because migrant programs were the only schools functioning in the majority of the districts during the summer. Some of the stronger programs such as the Yakima and Pasco summer programs were integrated with other summer schools.

XVI. Staff Utilization

Staff members were used in various ways, depending upon the local program.

A. Teacher aides in most instances were trained to assist the teacher by working with individual or small groups of children in providing drill in phonics, numbers, word usage, language, experience activities, language games, etc. They operated audiovisual equipment, prepared materials, and assisted the teacher during activities with the children outside the classroom.

B. Adults usually were involved only on field trips or as resource people to teach the class lessons in a different culture, etc.

C. Volunteers did the same kinds of activities as aides, except in areas where they had not been trained.

D. Professionals directed all instruction in the classrooms and/or taught small groups of children basic academic materials and affective elements.

XVII. New Programs - New programs participated in were Project PLAN and Language Games.

A. Project PLAN (Program for Learning in Accordance with Needs) is an individualized instructional system developed to provide each student with an individual academic program of studies tailored to meet his unique needs, interests, and abilities. The program emphasizes activities that develop the skills of planning and decision making. The academics involved are social studies, science, mathematics, and language arts.

B. Language Games were developed especially for children who have poor backgrounds in language development. The games are most useful in the building of concepts and translating them into language, whether Spanish or English. Bilingual teachers or aides working with the Mexican-American students were very effective in helping students make concept transitions from one language to the other.

XVIII. Program Critique

The various components of the migrant education programs under this Act were generally successful, meeting most of the established goals. There is much subjective evidence that migrant children are meeting with more success in the regular classrooms than before. Teachers are generally more understanding and responsibe to the migrant children in their classrooms. Due to the training they have received, the teachers and their aides are providing excellent, needed programs for migrant children.

However, we are still not reaching the older children who drop out of school to help earn the family income. Also, we have not collected enough hard data to prove conclusively that the migrant children who are in school are catching up. Teachers and administrators report that fewer children are as severely handicapped as they were in 1966. Teachers report a much decreased span between the progress level of migrant children and nonmigrant children at the same ages. The little test data we have is quite favorable, but we do not trust the ordinary standardized tests. We are only gradually finding tests that seem to be fair to the migrant child.

REGULAR TERM TESTING PROGRAM

I. Sunnyside (Illinois Test of Psycholinguistic Abilities)

A. Auditory Sequential Memory Test

The results of pre- and posttests with auditory memory subtest indicated a significant decrease in the number of children with retarded scaled scores and a significant increase in the number of children receiving normal scaled scores. The results show that fourteen children began the program with retarded scaled scores in auditory memory and at the end of the program there were five in this category. While thirty children scored normal memory scaled scores at the beginning, forty-seven scored normally at the close of the program--an increase of seventeen children.

	PRETEST		POSTTEST		TOTAL	X	
	Frequency Observed	Frequency Expected	Frequency Observed	Frequency Expected			
Normal	30	38.5	47	38.5	77	4.8	P > .05
Dull Normal	35	31	27	31	62	1.02	P < .05
Retarded	14	9.5	5	9.5	19	4.31	P > .05
Total	79		79		158		

B. Grammatical Closure Test

The results of grammatical closure testing showed a significant increase in the number of children receiving normal scores in the posttest. There was no significant change in the number of children who had scaled scores in the retarded or dull normal categories. There was a trend of children moving out of the retarded scale scores with fifty children at the pre-test and thirty-five children at the posttest. There were fifteen children, therefore, who moved out of the retarded category. While only four children began the program with normal scaled scores, twenty-one children finished the program with normal scaled scores--a gain of seventeen children in the normal category.

	PRETEST		POSTTEST		TOTAL	X	
	Frequency Observed	Frequency Expected	Frequency Observed	Frequency Expected			
Normal	4	12.5	21	12.5	25	10.24	P > .05
Dull Normal	10	9	8	9	18	.11	P < .05
Retarded	50	42.5	35	42.5	85	2.30	P < .05
Total	64		64		128		

C. Auditory Association Test

The results of auditory association pre- and posttesting showed a trend of children moving upward into the categories of dull normal or normal at the end of the program. These gains all failed to reach the level of significance for the evaluation, although inspection of Table 3 shows the frequencies of children moving in the desired direction of normalcy. Eleven children began with normal scaled scores and sixteen children completed the program with normal scores--a gain of nine children. Forty-nine children began with retarded scale scores and at posttest only thirty-five remained in this category--a decrease of fourteen from the retarded category.

	PRETEST		POSTTEST		TOTAL X		
	Frequency Observed	Frequency Expected	Frequency Observed	Frequency Expected			
Normal	11	13.5	16	13.5	27	.44	P< .05
Dull Normal	12	16.5	21	16.5	33	1.08	P< .05
Retarded	49	42	35	42	84	2.00	P< .05
Total	72		72		144		

II. Wepman Auditory Discrimination

Results of the Wepman Auditory Discrimination testing indicated positive growth with all the children participating in the six schools involved. The Wepman scoring system is a negative one and improvement is seen in a reduction of errors. The results of this study are similar to those of 1968-69, suggesting positive growth in children's auditory discrimination at the close of the program.

	PRETEST ERRORS	POSTTEST ERRORS	GAIN OR LOSS
SCHOOL 1	207	67	+140
SCHOOL 2	62	42	+ 20
SCHOOL 3	223	81	+142
SCHOOL 4	106	35	+ 71
SCHOOL 5	90	48	+ 42
SCHOOL 6	137	105	+ 32
TOTAL	825	378	+447

III. Conway School District #317 - (Gates-MacGinitie Reading Test)
-- Comparisons of Scores of Migrant and Regular Students

Measurable Objective: To improve project students' reading comprehension by 10 percentile points on the Gates-MacGinitie Reading Test after eight months special instruction.

Results:

Regular	Migrant		
34.9	25.0	% of students averaged	.25 percentile gain per month
4.7	8.0	"	.50 "
1.6	8.0	"	.75 "
9.5	16.0	"	1.00 "
14.3	15.5	"	1.25 "
8.0	16.5	"	1.50 "
4.8	3.0	"	1.75 "
22.2	8.0	% of students averaged	2.00 percentile gain per month
100.0	100.0		

Comprehension improvement objective was reached on project average. Actually, test scores show almost a 15 percentile increase, but 41 per cent of students are still not achieving this goal.

Measurable Objective: To bring project students up to their reading grade level in word recognition after six months special instruction as measured by the Botel Reading Inventory A.

Results:

	Reg.	Mig.
Per cent who average less than 1 month gain per month instruction -	6.2	0.0
1-month gain per month instruction	17.8	9.0
2-month gain per month instruction	26.6	45.0
3-month gain per month instruction	43.2	27.0
4 month gain per month instruction	6.2	19.0
	100.0	100.0

The goal for word recognition improvement was to raise each student to his own grade level. This was not achieved, but the over-all program did show a gain of almost two months for each month of instruction. In this area, the migrant aide has been extremely helpful to the students in making high gains over their regular classmates.

IV. Okanogan School District 105 (Stanford Achievement Test)

G.S. - Grade Score
P - Percentile
S - Stanine

September, 1969-Form W; April, May, 1970-Form Y - Okanogan

NAME		Grade Placement	Word Meaning			Paragraph Meaning			(Language) Vocabulary			Spelling			Word Study Skills		
			G.S	P	S	G.S	P	S	G.S	P	S	G.S	P	S	G.S	P	S
1. Brenda	Sept.	3.1	1.4	1	1	1.0	1	1	1.6	1	1	1.5	4	2	1.7	8	2
	May	3.9	2.1	2	1	1.9	1	1	2.3	4	2	0	1	1	1.5	1	1
2. Lee	Sept.	3.1	0	1	1	1.7	2	1	1.6	1	1	1.5	4	2	1.4	2	1
	May	3.9	1.3	1	1	1.1	1	1	1.9	1	1	0	1	1	1.8	4	2
3. Robert	Sept.	3.1	1.8	4	2	1.5	1	1	1.3	1	1	0	1	1	1.7	8	2
	May	3.9	1.8	1	1	1.9	1	1	1.6	1	1	0	1	1	1.6	2	1
4. Alisa	Sept.	3.1	1.9	6	2	1.5	1	1	1.5	4	2	1.5	4	2	1.5	4	2
	May	3.9	1.5	1	1	1.8	1	1	2.2	3	1	1.3	1	1	1.6	2	1
5. Connie	Sept.	4.1	2.6	4	2	2.2	2	1	2.0	1	1	3.1	13	3	2.2	11	3
	Apr.	4.8	3.1	11	3	3.4	20	3	2.6	6	2	3.9	26	4	2.4	11	3
6. Cheryl	Sept.	4.1	3.0	14	3	2.8	12	3	2.0	1	1	2.9	11	3	3.9	46	5
	Apr.	4.8	2.9	6	2	3.4	20	3	3.2	18	3	3.1	6	2	3.4	32	4
7. David	Sept.	4.1	3.3	26	4	2.9	16	3	2.7	12	3	3.3	22	3	2.4	18	3
	Apr.	4.8	3.6	22	3	2.8	8	2	2.9	11	3	3.2	8	2	2.4	11	3
8. Kelvin	Sept.	6.1	3.9	8	2	4.3	14	3	3.2	1	1	2.2	1	1			
	Apr.	6.8	4.1	6	2	4.0	8	2	3.2	2	1	3.6	2	1			
9. James	Sept.	6.1	3.8	6	2	4.2	2	3	2.7	1	1	3.4	3	1			
	Apr.	6.8	3.6	4	2	3.6	4	2	2.9	1	1	2.5	1	1			

V. Moses Lake School District (Illinois Test of Psycholinguistic Abilities) -

(Objective - Verbal Facility)

School	Code Name	Age	Grade	Language Age			Scaled Score		
				Fall	Spring	Ch	Fall	Spring	Ch
A	A-1	7-4	2	5-5	--		23		
	A-2	8-6	2	4-1	4-5	+4	8	7	-1
	A-3	7-7	2	6-0	5-7	-5	28	19	-9
B	B-1	7-5	1	5-3	5-9	+6	21	24	+3
	B-2	7-7	1	4-11	--		18		
	B-3	6-5	1	5-9	6-0	+3	31	31	0
	B-4	8-7	2	6-0	6-0	0	23	24	+1
	B-5	7-6	2	5-3	5-7	+4	21	16	-5
	B-6	7-1	1	4-5	5-3	+10	16	21	+5
	B-7	7-1	1	4-5	4-7	+2	16	15	+1
	B-8	6-11	1	6-6	7-8	+14	34	38	+4
	B-9	6-7	1	4-3	4-5	+2	17	16	-1
	B-10	8-5	2	5-9	5-9	0	22	18	-4
	B-11	8	2	6-6	--		28		
	B-12	7-6	2	4-9	--		16		
	B-13	7-8	2	5-5	6-2	+9	21	26	+5
	B-14	8-4	2	4-3	--		9		
C	C-1	6-7	1	5-1	7-11	34	25	41	+16
	C-2	7-6	1	4-1	5-7	18	10	21	+11
	C-3	6-7	1	4-5	7-8	27	19	39	+20

Illinois Test of Psycholinguistic Abilities
Moses Lake School District

(Objective - Verbal Facility)

School	Code Name	Age	Grade	Language Age			Scaled Score		
				Fall	Spring	Ch	Fall	Spring	Ch
C	C-4	7-1	2	5-3	9-5	50	23	45	+22
	C-5	7-7	2	5-5	8-3	34	23	37	+14
	C-6	8	2	6-2	6-9	7	26	23	-3
	C-7	7-10	2	4-1	6-0	23	8	23	+15
D	D-1	7-4	1	4-3	--		12		
	D-2	7	1	5-5	6-2	9	25	29	+4
	D-3	6-2	1	4-5	4-5	0	20	17	-3
	D-4	6-8	1	5-7	6-0	5	28	29	+1
	D-5	8-7	2	7-0	8-3	15	29	31	+2
	D-6	7-9	2	5-5	--		21		
	D-7	7-11	2	5-9	5-9	0	24	22	-2

VI. Moses Lake School District (Behavior Rating Scale)

TEST - BEHAVIOR RATING SCALE (Objective - Self-image)

School	Code Name	Age	Grade	Self Adj. Fall	Sp	Ch	Social Adj. Fall	Sp	Ch	School Adj. Fall	Sp	Ch	Physical Adj. Fall	Sp	Ch
B	B-1		1	105	87	-18	97	88	-9	37	35	-2	33	35	+2
	B-2		1	86	80	-6	79	42	-27	46	36	-10	36	35	-1
	B-3		1	94	--		113			53			34		
	B-4		1	101	--		83			54			35		
	B-5		1	97	115	+18	93	117	+24	54	68	+14	31	36	+5
	B-6		1	95	115	+20	85	111	+26	50	67	+17	33	36	+3
	B-7		2	91	58	-33	82	88	+6	41	35	-6	34	40	+6
	B-8		2	84	79	-5	66	70	+4	44	60	+16	34	36	+2
	B-9		2	85	89	+4	75	93	+18	41	54	+13	16	21	+5
	B-10		2	51	89	+38	49	83	+34	42	43	+1	25	28	+3
	B-11		2	89	--		87	--			45	--	30	--	
	B-12		2	97	71	-26	111	92	-19	43	38	-5	33	31	-2
C	C-1		2	110	120	+10	105	120	+15	52	72	+20	36	36	0
	C-2		2	84	107	+23	80	116	+36	46	70	+24	21	33	+12
D	D-1		1	91	84	-7	83	64	-19	36	47	+11	30	36	+6
	D-2		1	56	--		49			18			15		
	D-3		1	75	107	+32	68	102	+34	30	44	+14	19	32	+13

VII. Moses Lake School District (Peabody Picture Vocabulary Test)

(Objective - Educational Background)

School	Code Name	Age	Grade	Fall	Spring	Change
A	A-1	6-2	1	97	89	-8
	A-2	7-11	2	79	93	+14
	A-3	7-4	2	83	--	
	A-4	9	2	85	--	
B	B-1	6-9	1	58	--	
	B-2	6-10	1	85	89	+4
	B-3	6-5	1	91	--	
	B-4	7-5	1	73	83	+10
	B-5	7-1	1	35	62	+27
	B-6	6-4	1	79	61	-18
	B-7	7-1	1	69	71	+2
	B-8	6-6	1	51	59	+8
	B-9	8-7	2	73	72	-1
	B-10	8-5	2	85	70	-15
	B-11	8-5	2	90	80	-10
	B-12	8-1	2	83	72	-11
	B-13	7-8	2	86	--	
C	C-1	8-4	1	86	115	+29
	C-2	7-6	1	88	105	+17
	C-3	6-7	1	62	114	+52
	C-4	7-1	1	69	102	+33
	C-5	6-4	1	96	114	+18
	C-6	7-4	2	79	76	-3
	C-7	7-3	2	91	83	-8
	C-8	7-7	2	81	105	+24
D	D-1	7-6	1	62	59	-3
	D-2	7-6	1	79	66	-13
	D-3	7-1	1	98	--	
	D-4	8	1	71	--	
	D-5	9-4	2	66	64	-2
	D-6	8-7	2	86	78	-8
	D-7	7-9	2	86	--	

VIII. Moses Lake School District (Gates-MacGinitie Reading Test and California Achievement Test - Arithmetic)

TESTS - GATES-MAC GINITIE (Reading) CALIFORNIA ACHIEVEMENT (Arithmetic)

School	Code Name	Age	Grade	Reading						Arithmetic					
				Grade Placement			Standard Score			Grade Placement			Standard Score		
				Fall	Sp	Ch	Fall	Sp	Ch	Fall	Sp	Ch	Fall	Sp	Ch
A	A-1	6-2	1	1.4	1.4	0	44	35	-9	K.9	1.3	+.4	29	40	+11
B	B-1	6-5	1	1.4	--		45			K.7	--		27		
	B-2	7-5	1	* .6	1.9	+1.3	27	55	+28	1.1	1.3	+.2	34	42	+8
	B-3	7-7	1	* .9	--		27	--		1.4	--		45		
	B-4	6-3	1	* .4	1.3	+.9	0	35	+35	K.8	1.2	+.4	27	38	+11
	B-5	7-1	1	1.4	--		38			1.1	--		33		
	B-6	6-7	1	1.4	1.2	-.2	44	low	-?	1.0	1.4	+.4	31	45	+14
	B-7	7-8	2	1.6	--		46			1.4	--		45		
	B-8	7-6	2	1.8	--		50			1.3	--		40		
	B-9	6-4	1	1.5	1.3	-.2	49	34	-15	1.0	1.6	+.6	32	49	+17
	B-10	8-5	2	--	--		--			1.5	1.8	+.3	47	52	+5
	B-11	8-5	2	--	--		--			1.2	1.6	+.4	38	49	+11
C	C-1	7-1	1	--			--			1.0	1.5	+.5	31	47	+16
	C-2	7-6	1	--			--			.9	1.4	+.5	30	46	+16
	C-3	6-7	1	--			--			.9	1.8	+.9	30	52	+22
	C-4	8	2	1.6	4.0	+2.4	47	55	+8	1.5	2.4	+.9	48	66	+18
	C-5	7-3	2	1.6	2.3	+.7	46	42	-4	1.8	2.4	+.6	52	67	+15
	C-6	7-10	2	1.2	2.1	+.9	35	40	+5	1.3	2.1	+18	42	61	+19

Test Scores in a Sample Program
(Grandview School District)

The Gates-MacGinitie Reading Test was used at each level to evaluate reading achievement. Appropriate levels in alternate forms were given on a retest basis at the beginning and end of the six-weeks summer session for 71 students.

Grade 1 N - 16

A. Vocabulary

Pretest Mean Standard Score	42.13
Posttest " " "	47.00
Difference in Means	4.87

A difference of 1.92 SS units is significant;
the test difference is significant.

B. Comprehension

Pretest Mean Standard Score	43.00
Posttest " " "	60.37
Difference in Means	17.37

A difference of 2.12 SS units is significant;
the test difference is significant.

Grade 2 N - 17

A. Vocabulary

Pretest Mean Standard Score	43.24
Posttest " " "	45.41
Difference in Means	2.17

A difference of 1.79 SS units is significant;
the test difference is significant.

B. Comprehension

Pretest Mean Standard Score	38.94
Posttest " " "	45.53
Difference in Means	6.59

A difference of 2.16 SS units is significant;
the test difference is significant.

Grade 3 N - 16

A. Vocabulary

Pretest Mean Standard Score	43.56
Posttest " " "	42.56
Difference in Means	-1.00

A difference of 1.97 SS units is significant;
the test difference is not significant.

Grade 3 N - 16 (continued)

B. Comprehension

Pretest Mean Standard Score	42.37
Posttest " " "	43.00
Difference in Means	.63

A difference of 1.85 SS units is significant; the test difference is not significant.

Grade 3 N - 9

A. Vocabulary

Pretest Mean Standard Score	43.78
Posttest " " "	47.78
Difference in Means	4.00

A difference of 2.63 SS units is significant; the test difference is significant.

B. Comprehension

Pretest Mean Standard Score	43.67
Posttest " " "	44.56
Difference in Means	.89

A difference of 2.83 SS units is significant; the test difference is not significant.

Grade 5-6 N - 13

A Vocabulary

Pretest Mean Standard Score	42.90
Posttest " " "	43.40
Difference in Means	.50

A difference of 2.34 SS units is significant; the test difference is not significant.

B. Comprehension

Pretest Mean Standard Score	39.70
Posttest " " "	40.70
Difference in Means	1.00

A difference of 2.12 SS units is significant; the test difference is not significant.

1. CONCENTRATION OF CHILDREN FROM MIGRANT FAMILIES

A Ex-migrants . . . . No. _____
District-wide Percentage _____

B Average Number true migrants expected in n ext fiscal year _____ F.T.E. _____

2. SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM MIGRANT FAMILIES IN ITEM 2D (X)

A __ U. S. CENSUS BUREAU

B __ AID FOR DEPENDENT CHILDREN

C __ FREE SCHOOL LUNCH

D __ SCHOOL SURVEY

E __ HEALTH SERVICES

F __ HOUSING STATISTICS

G __ EMPLOYMENT

H __ OTHER: * (Specify)

* Explanation of OTHER (above):

ATTACHMENT A